



## Curriculum Map: Social & Emotional Learning Standards

Based on the 2005 Illinois Social Emotional Learning Standards.

Developed in partnership with the

Collaborative for Academic, Social, and Emotional Learning (CASEL)

### SKILLS FOR ACTION (SFC): GRADES 9 - 12

SFC is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called *Teens – Alcohol and Other Drugs*. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline. These units include:

#### Curriculum: (33 expandable sessions)

- **Part 1: Building a School Community**
- **Part 2: Exploring Personal and Social Responsibility**
- **Part 3: Taking Action Through Service-Learning**
- **Part 4: Evaluating and Sharing Service Experiences**

#### Skills Bank: (26 skills taught through multiple activities)

- **Cultural Awareness Skills**
- **Interpersonal Communication**
- **Personal Management and Responsibility**
- **Study and Writing Skills**

#### Supplemental Drug Prevention Unit: (15 sessions)

CORE SKILLS AND COMPETENCIES	Addressed within SFC curriculum
<b>GOAL 1: Develop self-awareness and self-management skills.</b>	
<b>A. Identify and manage one's emotions and behavior.</b>	
<p><b><u>Early/Late High School</u></b></p> <p><b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p><b>1A.4b.</b> Generate ways to develop more positive attitudes</p> <p><b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.</p> <p><b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.</p>	<p><b>Curriculum:</b> Part 1, Sessions 2, 3; Part 2, Sessions 4, 7; Part 3B, Sessions 3, 5, 6; Part 3C, Sessions 2, 4, 5; Part 4, Session 7</p> <p><b>Skills Bank:</b> Skills 6, 7, 9, 13, 16</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 2 – 12</p>



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<b>B. Recognize personal qualities and external supports.</b>	
<p><b>Early/Late High School</b></p> <p><b>1B.4a.</b> Set priorities in building on strengths and identifying areas for improvement.</p> <p><b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to school and life success.</p> <p><b>1A.5a</b> Implement a plan to build on a strength, meet a need, or address a challenge.</p> <p><b>1A.5b.</b> Evaluate how developing interests and filling useful roles support school and life success.</p>	<p><b>Curriculum:</b> Part 1, Sessions 1, 2, 4, 5, 6, 7; Part 2, Sessions 1, 2, 3, 4, 5, 6, 7, 8; Part 3A; Part 3B, Sessions 2, 3, 4; Part 4, Session 1, 3, 4, 6</p> <p><b>Skills Bank:</b> Skills 1, 6, 12, 15, 18, 20</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 1 - 15</p>
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	
<p><b>Early/Late High School</b></p> <p><b>1C.4a.</b> Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p><b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.</p> <p><b>1C.5a.</b> Set up post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>1C.5b.</b> Monitor progress on achieving a goal, and evaluate one's performance against criteria.</p>	<p><b>Curriculum:</b> Part 1, Sessions 1, 2, 4, 5, 7; Part 2, Session 1 – 8; Part 3B, Sessions 2, 3, 4, 5, 6; Part 3C, Sessions 2, 5, 6; Part 4, Session 1</p> <p><b>Skills Bank:</b> Skills 6, 13, 15, 16, 18, 20,</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 1 - 15</p>



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CORE SKILLS AND COMPETENCIES	Addressed within SFC curriculum
<b>GOAL 2: Use social awareness and interpersonal skills to establish and maintain relationships.</b>	
<b>A. Recognize the feelings and perspectives of others.</b>	
<p><b>Early/Late High School</b></p> <p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.</p> <p><b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.</p> <p><b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.</p> <p><b>2A.5b.</b> Demonstrate ways to express empathy for others.</p>	<p><b>Curriculum:</b> Part 1, Sessions 2, 3; Part 2, Session 4, Part 3B, Sessions 3, 6; Part 3C, Session 4, Part 4, Session 7</p> <p><b>Skills Bank:</b> Skills 1, 2, 5, 6, 9, 11,</p>
<b>B. Recognize individual and group similarities and differences.</b>	
<p><b>Early/Late High School</b></p> <p><b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.</p> <p><b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.</p> <p><b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p><b>2B.5b.</b> Evaluate how advocacy for the rights of others contributes to the common good.</p>	<p><b>Curriculum:</b> Part 1, Session 1, 4; Part 2, Session 4; Part 3B, Sessions 6, 7; Part 3C, Session 6; Part 4, Sessions 1, 4, 5</p> <p><b>Skills Bank:</b> Skills 1, 2, 3, 4, 5, 11, 26</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Session 9</p>
<b>C. Use communication and social skills to interact effectively with others.</b>	
<p><b>Early/Late High School</b></p> <p><b>2C.4a.</b> Evaluate the affects of requesting support from and providing support to others.</p> <p><b>2C.4b.</b> Evaluate one's contribution in groups as a member and leader.</p> <p><b>2C.5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p><b>2C.5b.</b> Plan, implement, and evaluate participation in a group project.</p>	<p><b>Curriculum:</b> Part 1, Sessions 1 - 5; Part 2, Sessions 1, 4, 5, 8; Part 3B, Sessions 1 – 3, 4, 6, 7; Part 3C, Session 1, 2, 6; Part 4, Sessions 1 – 7</p> <p><b>Skills Bank:</b> Skills 6, 7, 12</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 13 - 15</p>



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<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	
<p><b>Early/Late High School</b></p> <p><b>2D.4a.</b> Analyze how listening and talking accurately help in resolving conflicts.</p> <p><b>2D.4b.</b> Analyze how conflict-resolution skills contribute to work within a group.</p> <p><b>2D.5a.</b> Evaluate the affects of using negotiation skills to reach win-win solutions.</p> <p><b>2D.5b.</b> Evaluate current conflict-resolution skills and plan how to improve them.</p>	<p><b>Curriculum:</b> Part 1, Sessions 3, 4; Part 2, Sessions 1, 6; Part 3B, Session 1, 6; Part 3C, Session 1</p> <p><b>Skills Bank:</b> Skills 6, 7, 9, 11, 12, 13, 14, 15,</p>
<b>GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A. Consider ethical, safety, and societal factors in making decisions.</b>	
<p><b>Early/Late High School</b></p> <p><b>3A.4a.</b> Demonstrate personal responsibility in making ethical decisions.</p> <p><b>3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><b>3A.5a.</b> Apply ethical reasoning to evaluate societal practices.</p> <p><b>3A.5b.</b> Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>	<p><b>Curriculum:</b> Part 1, Session 2; Part 2, Sessions 2, 5, 6; Part 3B, Sessions 2, 4; Part 3C, Sessions 3 – 5; Part 4, Session 4</p> <p><b>Skills Bank:</b> Skills 15, 19, 20</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 1 - 15</p>



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<b>B. Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	
<p><b><u>Early/Late High School</u></b></p> <p><b>3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p><b>3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.</p> <p><b>3B.5a.</b> Analyze how present decision making affects college and career choices.</p> <p><b>3B.5b.</b> Evaluate how responsible decision making affects interpersonal and group relationships.</p>	<p><b>Curriculum:</b> Part 1, Session 2; Part 2, Sessions 2, 5, 6; Part 3B, Sessions 2, 4; Part 3C, Sessions 3 – 5; Part 4, Session 4</p> <p><b>Skills Bank:</b> Skills 15, 19, 20</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 1 - 15</p>
<b>C. Contribute to the well-being of one’s school and community.</b>	
<p><b><u>Early/Late High School</u></b></p> <p><b>3C.4a.</b> Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.</p> <p><b>3C.4b.</b> Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.</p> <p><b>3C.5a.</b> Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> <p><b>3C.5b.</b> Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>	<p><b>Curriculum:</b> Part 1, Sessions 1 – 5; Part 2, Sessions 1 – 8; Part 3A; Part 3B, Sessions 1 – 7; Part 3C, Sessions 1 – 6; Part 4, Sessions 1 – 7</p> <p><b>Skills Bank:</b> Skills 8, 10, 21 - 26</p> <p><b>Supplementary Unit: <i>Teens – Alcohol and Other Drugs</i>:</b> Sessions 1 – 15</p>